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ABSTRACT

This monograph about counseling in the middle schools is an update from the first edition, which was published in 1980. The first section discusses the rationale for a middle level counseling program. It stresses the importance of a guidance program based on a thorough understanding of what is normal growth and development for youngsters at this stage of life. Several of the developmental tasks for this age group are illustrated. The second section describes the middle level guidance and counseling team, which includes counselors, para-professionals and clerical staff, teachers, administrators, parents, community members and agencies, and students themselves. The role of each component of the team is analyzed in the text and "questions to consider." The third section lists sample activities counselors may organize to help students with particular developmental issues. The last section describes current resources available for counselors. Uses of the computer for the school counselor are listed. Also included are lists of other resources such as books, journals, and journal articles (38 entries) and information about 3 professional organizations. The role of a middle school counselor in Virginia is described in an appendix. (LLL)

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GUIDANCE

in Middle Level Schools: Everyone's Responsibility

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GUIDANCE

in Middle Level Schools: Everyone's Responsibility

Claire G. Cole

National Middle School Association

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The first edition of this monograph was published in 1980. It was one of a very few publications of its kind and filled an obvious gap in the early middle school literature. Written by Dr. Claire Cole, a counselor at Blacksburg Middle School, Blacksburg, Virginia, the publication helped to define the special role of the middle level counselor. Because of interest in the topic and the good response to the first edition Dr. Cole was asked to revise the manuscript. She willingly agreed.

This edition, while reflecting the same philosophical position, has been expanded and updated. Dr. Cole has assumed two major professional assignments since preparing the original manuscript. She is now editor of **School Counselor**, the highly regarded Journal of the American School Counselors Association, and serves as Director of Secondary Education, Montgomery County, Virginia, Public Schools. Sincere appreciation is expressed to Claire Cole, a former member of NMSA's Publications Committee, for preparing this expanded monograph.

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Foreword

Guidance has been a major function and responsibility of middle level education since the beginning of the junior high school movement at the turn of the century. The early literature is surprisingly contemporary in its advocacy of guidance and personal exploration. That the junior high school, however, failed to implement adequately this educational responsibility is well known. The middle school movement has presented a second chance to fabricate an educational program that recognizes fully the important developmental and individual needs of emerging adolescents.

Unfortunately, the stereotype of a guidance counselor still seems formed out of the senior high model. To most, the counselor is seen as the college scholarship assister, the test interpreter, the arbitrator on scheduling problems, and, all too frequently, the administrative assistant. But such an image is incorrect and inappropriate when applied to middle level schools.

To define fully the role of the middle school counselor and that of the middle school teacher is to describe much the same task. A middle school counselor is a teacher, and a middle school teacher is, or ought to be, a counselor.

Claire Cole, formerly the Guidance Coordinator at Blacksburg Middle School, Blacksburg, Virginia, presents a very descriptive and easy-to-identify-with picture of guidance in the middle school in this monograph. As the title emphasizes, such a guidance program is broad-based and multidimensional. It recognizes the many developmental tasks transescents face. It involves many groups of people, not just professional counselors. And many who are served also serve.

This perspective on middle school guidance needs to be communicated within the profession and beyond to the general public. This publication, therefore, deserves wide distribution to parents and the public, as well as to professional colleagues at all levels of education. Written with realism and amply illustrated with dialogue, this revision should make a difference in the effectiveness of the middle school movement and especially the critical, but often neglected, guidance phase.

John H. Lounsbury
Editor, NMSA Publications

Introduction

The history of middle school guidance and counseling is derived almost entirely from a high school model, unlike some other aspects of middle level schooling which evolved from elementary, junior high, and high school programs. The comparatively few elementary models had little influence on the development of middle school guidance, and junior high school programs have never been clearly differentiated from high school services in the literature or in practice. While some services were available in high schools, such as college placement, that were not offered by junior high counselors, essentially the work of the two counseling groups was the same, though for different age clientele.

Thus, most early counselors in middle schools were products of training programs and work experience that focused on a high school model of individual service to youngsters, rather than the elementary model which emphasizes classroom guidance and much parent contact. These elements surely existed in high school programs but were not the basis of a program as they are in elementary programs.

As middle school counselors worked with the traditional high school program of individual service, often primarily problem-oriented, they began to ask questions such as these:

1. If teams exist in the schools, don't I need to be a part of the team, too, for planning, parent conferences, and maybe even instruction?
2. If youngsters in the middle grades are actively developing their value systems, what is the counselor's role in helping youngsters to receive information so that they can develop in a positive, healthy way?
3. What do we do with all these parents who are used to close personal contact with the elementary teachers?
4. Are there things all youngsters need to learn that fall within a guidance curriculum? Should we be teaching about emotions, growth, career opportunities, decision-making, conflict resolution... ?
5. Can the middle level counselor be a change agent/consultant working to identify and change practices that may be contrary to youngsters' best development?

As a part of the evolving middle school movement, counselors working in middle level schools have been seeking an identity for themselves and their programs apart from those described for elementary schools and high schools. As with other aspects of middle level education, counseling during the early adolescent years must span the programs available from late childhood and elementary school to include those from early adolescence and the high school. The variable and changing nature of the middle level student must be considered very thoughtfully in defining the direction of the guidance and counseling program provided at this level.

1

Why? Rationale For A Middle Level Program

Middle school students are constantly changing as they pass form late childhood into early adolescence, through a time aptly called **transescence**. These changes are often

—thrilling: "He asked me for a date!"

—upsetting: "I used to be able to get along with my mom but it seems like we fight all the time now."

—mortifying: "Everyone was looking at me while I was serving the ball and I wanted to just run away."

—exhilarating: "I made the team!"

—frightening: "Everyone else was drinking, too, and now I feel awful. And my dad will really be upset when I get home."

—and most of all, confusing, for most students, much of the time.

At the same time students are experiencing transescence, the adults around them are trying, with varying degrees of success, to adjust to these emerging adolescent characteristics. It can be very difficult for adults — parents, teachers, administrators, counselors, youth workers — to live and work effectively and peacefully with a young person who is one day a child; the next, almost an adult; and then again, a child. Consider the following parent lament:

> Our son Jon has been in the gifted program for several years, a leader in his church youth group, and a top athlete. Lately his grades have dropped to C's; he doesn't even want to go to church with us anymore. His coach is thoroughly disgusted with his basketball playing — or the lack of it. All he seems to want to do is talk on the telephone in his room with the door shut, at the time he used to study. He seems to be obsessed with girls all of a sudden and apathetic to everything else. We've got to do something; we can hardly live with him anymore. Are other kids this way? Can you help us?

Developmental Tasks

A middle level guidance program must be based on a thorough understanding of

what is normal growth and development for youngsters at this stage of life. Several of the important developmental tasks which transescents face are stated and illustrated below.

TASK 1: TRANSESCENTS BEGIN TO DEVELOP AN IDENTITY INDEPENDENT OF ADULTS.

> I shouldn't be sitting here, having these thoughts about my Shonica, but I'm so tired from working all day and I don't want to be at this school tonight. Shonica looks nervous waiting for the play to begin; bet she's worried how I will act around these fancy folk. And how her little sisters will behave and if we're dressed like everyone else, and what they'll think about her having no daddy in the family, and goodness only knows what else. Well, those things worry me, too. What's that child on the stage saying? Shonica wrote this play? My Shonica? I didn't know she could do that! Wonder what else I don't know about her these days. I know she's got brains. Maybe I'd better call that counselor and get her to help me plan about my child's future so she can have an easier life than mine. Wonder if she can see me early in the morning so I won't have to be off from work and miss that money...

TASK 2: EMERGING ADOLESCENTS CONSIDER THEIR OWN VALUES AND ATTEMPT TO RESOLVE MORAL CONFLICTS RESULTING FROM INCREASED INDEPENDENCE AND WIDER CONTACT WITH THE WORLD.

> We've got some problems here. Two seventh graders reported to me that a classmate of theirs has been taking candy and gum from the 7-11 store on the way to school. They don't want to rat on a buddy, but they don't want their friend behind bars for life, either, and they're sure that's the penalty. Also, the youth officer tells me there was some parking lot drinking at the high school last week that included some of our eighth graders. And that baggie found in the boys' locker room yesterday . . . As principal, I've got to do something. Can you counselors help the teachers talk to the students about values, alternatives, peer pressure, and consequences, stuff like that, in the next few teacher advisory periods?

TASK 3: MIDDLE SCHOOLERS MUST LEARN TO COPE WITH EMOTIONAL, PHYSICAL, AND SOCIAL CHANGES THAT OCCUR BETWEEN CHILDHOOD AND ADOLESCENCE.

> As I walked by Julie's door, I was astounded to see my beautiful daughter hitting herself on the top of her head with a book. When I asked her what she was doing, she burst into tears and said, "I'm the tallest person in the seventh grade and I just have to stop growing! No boy will ever ask me for a date and I'm so big and ugly. I

could just crawl in a cave forever." You're her counselor. Can you help her understand that others will catch up in size? And can you help me live with her until they do?

TASK 4: TRANSESCENTS NEED TO EXPLORE THEIR INTERESTS AND CAPACITIES AND THEIR RELATIONSHIP TO FUTURE EDUCATION, WORK, AND LEISURE.

My language arts teacher sent me to see you because he's worried about my attitude. My father expects me to go to college because my brother went, but I really don't like school much. I make pretty good grades in math and I like playing around with that computer they have in the math room. Isn't there a computer class at the high school? Can I take keyboarding next year in the 8th grade? Do you have to go to college to work with computers? Do I have to keep on taking language arts forever? Can I get a good job if I just drop out of school?

TASK 5: EACH MIDDLE SCHOOL STUDENT TRIES TO UNDERSTAND THE RELATIONSHIP BETWEEN SELF AND THE PEER GROUP.

See, Toni used to be my best friend, until fifth period today. She gave the seat she always saves for me in the cafeteria to Michelle, and I got mad and dumped my lunch tray on both of them, and everybody was laughing and cheering and everything, and the lunch duty teacher sent us all to the office. The assistant principal listened awhile and then said she thought this was guidance instead of discipline. She here I am. Will you change my schedule so I don't ever have to see Toni and Michelle again?

TASK 6: EMERGING ADOLESCENTS ARE LEARNING TO MAKE DECISIONS AND TO ACCEPT RESPONSIBILITY FOR SELF.

Why do I want to drop chorus? Well, I never wanted to take it in the first place, but Debbie, she was my best friend last year when we signed up for stuff, she wanted me to take it with her. But I really don't want to be in there. My other grades? Well, my science isn't so great, buy my mother says that's okay because she never liked science either, and my dad says girls aren't supposed to be good at math ... What do I think about my classes? Well, uh, I really don't know...

Description of Middle School Guidance and Counseling

The concept of the middle school, dedicated to the total development of emerging adolescents, incorporates a strong guidance program as an important, central part of the school. To be effective, this program must recognize students' rapid but varying rates of change and must be responsive both to the individual and to students as a group.

There have been some descriptions of a middle school guidance program (Bohlinger, 1976; Cole, 1979; Miller and Pappas, 1979; Stamm and Nissman, 1979),

but as yet a clear, widely accepted concept of what constitutes a middle level guidance program has not emerged. One attempt, "The Role of the Middle School Counselor in Virginia," (Appendix A) became the basis for a role statement for middle school counselors that was adopted by the American School Counselors Association. A 1986 issue of that Association's journal, **The School Counselor**, was devoted entirely to middle grades counseling.

2

Who? Personnel

Guidance and counseling for middle grades youngsters must involve many different people who work together in a planned program of service. This team effort will provide services to students and to the adults who surround them, especially parents and teachers.

The middle level guidance and counseling team involves many individuals:

—counselors.
—para-professionals and clerical staff.
—teachers.
—administrators.
—division-level staff.
—parents and other community members.
—students.
—outside agency personnel.
—university professors.
—state departments of education.
—professional organizations.

All of these components work together to plan and deliver the best possible services for middle grades students.

Counselors

A middle grades program certainly must include professionally trained counselors who possess skills in working with students as individuals and as members of a group.

Counseling

Middle grades counselors must be well-versed in the developmental tasks of the transescent, as well as fully competent in the traditional counseling skills. Much of an elementary counselor's work will be classroom group guidance and consultation with parents; a high school counselor will do a great deal of information-giving and will often offer academic and career counseling.

The middle school counselor's role will encompass both of these and must be,

as well, particularly attentive to the personal and social developmental needs of the transescent and sufficiently skilled to handle the widest range of personal problems imaginable.

Middle school youngsters are often most comfortable in a group of their peers, so group counseling is a prime technique for the middle grades counselor. From the immature child in the sixth grade who loses sleep worrying about how he will ever measure up to his father's expectations to be the star of the sandlot team, to the pregnant seventh grader who believes herself ready to mother an infant, the counselor must thoroughly understand and apply sound principles of counseling to accomplish behavior change (Hutchins and Cole, 1986).

Consultation

Counselors in the middle grades must also develop strong consultation skills. More than at any other level of schooling, parents and students alike will seek the counselor's assistance, necessitating a professional who works equally well with both youngsters and adults. The consultation role of working with parents and teachers which has been central to elementary counseling is essential preparation for the middle grades professional.

In the past, few teachers have been prepared specifically for middle grades teaching, with adjustment of their teaching methods and personal attitudes toward middle schoolers left to on-the-job training. Often the task of helping faculty acquire a general understanding of the age group, as well as of particular individuals, falls to the counselor — a consultation function. Parents seek understanding of their offspring as the youngsters change from formerly docile children to seemingly out-of-control transescents. It becomes the professional's task to soothe, calm, and educate the parents, at the same time the counselor keeps a watchful eye on the transescent to be sure the behavior seems bizarre-normal, rather than bizarre-abnormal.

Coordination of Sevices

Middle school counselors also serve as coordinators of services, both within and outside the school division. Counselors must know how to go outside the schoolhouse walls to refer a troubled family for therapy to the appropriate agency, how to request an evaluation for a gifted or a learning-deficient child, how to help parents learn about special summer opportunities for their youngsters, and a host of other services not provided for all students within the school building. What the school itself cannot provide, the counselor usually knows where to find.

Guidance Services

A guidance program of information-giving, similar to the classroom group guidance provided by elementary counselors, will be a part of a middle school program. The counselor is the curriculum expert in a number of areas; career and educational information; study skills; getting-along or coping skills; and others. Part of a counselor's time will be devoted to giving direct instruction in these areas; other time will go toward organizing programs and information for delivery

by others, such as in a teacher advisory program.

A Healthy School

A middle school must have a conscience, a person who senses the anti-educational aspects of the school and seeks to change them. In many ways, the counselor is the ideal person to be the internal consultant, the change agent in the school. Receiving feedback from students, parents, and teachers, the counselor can quickly identify which school practices are counter-productive to healthy transescent development. Are there practices which cause youngsters to feel especially self-conscious, or asks them to do things that they are not yet socially, psychologically, or academically ready to do? The counselor sensitively sifting and interpreting information to the administrator can make the middle school a much healthier and inviting place for an early adolescent to grow and learn.

Counselors must be trained as professionals, secure in their skills, comfortable with the age group, able to work with adults as well as youngsters, and integrated within a program of work so they can offer optimum services to middle grades students and their attendant adults.

> *Let's see, what's on today's calendar? A group meeting of academically struggling kids; team conference with Jose's parents; a discussion with Corelle about the pregnant teen class; an appointment with John about what it means for him to be identified as learning disabled; a session with the dropout intervention group; and a meeting with the 8th grade Blue Team to discuss the needs of gifted adolescent girls on that team. Plus whoever left me that note about being scared of everything — hope that youngster keeps the lunch-time appointment so I can find out who needs that help . . .*

Questions to Consider

1. Do counselors have specific training for working with middle level youngsters?
2. Is there a written plan of work which includes
   —counseling with individuals and with groups;
   —consultation;
   —coordination of services;
   —information-giving in guidance sessions?
3. Are there appropriate materials for a middle level program?
4. Are counselors up-to-date and involved in continued learning about middle level youngsters?
5. Are counselors involved in the entire school program, not simply problems that come into the guidance office?
6. Is the program developmental, rather than simply crisis response and paperwork?
7. Is there a priority given to helping parents and teachers understand transescent development?
8. Are counselors available when people need them: accessible to students, parents, teachers, administrators, others?

Paraprofessionals and Clerical Assistants

Many educational leaders realize that counselors' time and training are not efficiently used without clerical support. Usually counselors are, by default, custodians of the students' cumulative scholastic records. All too often, the counselor is also chief keeper of other time-consuming clerical processes, such as the special education paper trail and data collection for youngsters in special programs such as gifted education. Enormous amounts of the professional's time can be consumed by routine tasks if adequate provision is not made for clerical assistance. It is imperative that this assistance be provided for typing, filing, sorting and retrieving information, answering the telephone, photocopying and scheduling appointments. A clerical assistant can save great amounts of time if the counselor will, for example, say something like this:

> *Robin, I want to see these six students tomorrow fifth period. Please send notes to their teachers for them to meet me in the group room. And I need sixty copies of this newsletter to the faculty after you type it, one for you to put in each of their mailboxes. How do we stand with transcripts? And have you had a chance to do that letter to parents? When you do it on the word processor, you can insert each one's name and do the mailing labels, using that new program. Your work really is valuable so that I can counsel the students better.*

A para-professional assigned to help students find information in a career resource center can also save professional time, freeing the counselor to give career counseling, rather than simply retrieving information or supervising an area where students gather.

Questions to Consider

1. Is there an adequate number of para-profesionals and clerical assistants?
2. Have clerical assistants and para-professionals received sufficient orientation to the work so that they understand how a counseling office functions, and the imperative for confidentiality?
3. Have non-professional persons been selected for their capability to work with middle-school-aged youngsters and with adults, as well as for their clerical skills?

Teachers

Teachers have two very important roles to play in the middle grades guidance and counseling program:

1) as referral agents when youngsters need specialized help; and
2) as teacher-advisors.

Because teachers see students much more than do guidance professionals, they become the counselor's antenna to detect students in need of services. Teachers must understand how to be first-line listeners, how to recognize transescent problems, and how to refer youngsters and their parents to counselors.

Through an active teacher advisory program, students receive considerable guidance from teachers. In the advisor-advisee programs often found in middle level schools, teachers provide group guidance and a warm presence to youngsters assigned in advisory groups. A teacher-advisory program gives the chance to deliver guidance information to youngsters in a planned program. Teachers, under the direction of counselors, can give youngsters practice in communication skills, in decision-making, problem-solving, and group process, and in discussion of school problems and concerns. A thorough discussion of an advisor-advisee program is contained in James' **Advisor-Advisee Programs: Why, What and How (1986)**.

Frequently the teacher is a part of an inter-disciplinary team which may include a counselor. This arrangement provides opportunity for a planned program in which teachers and counselor can work closely together with parents and students, with the teacher taking an active guidance role and the counselor working with the teacher in a classroom setting.

Teachers in middle level schools often plan their academic work so that the developmental tasks of transescents can be accommodated, such as giving the opportunity for group work, allowing for physical movement, and encouraging wide exploration of interests. A teacher attuned to middle schoolers' development will be able to respond to such typical characteristics as exuberance, impulsivity, extreme sensitivity, tendency to roughouse, fidgeting, and also to deal with varied learning rates and styles without overreacting or creating further difficulties.

> *I want to tell you, I really don't want to do that advisory activity that you dreamed up for us where students were supposed to express their feelings and practice listening to each other. I thought to myself, "I wish all I had to do was sit around and drink coffee and think up those dumb activities for teachers to do in advisory" — just kidding, of course! Well, I was surprised at how they got into that. Mike actually sat and listened to that new little girl with the bad speech problem. And I decided, well, if it'll work in advisory, maybe I ought to see about trying it in that awful sixth period art class you scheduled for me — just kidding, of course! And you know, they really started talking about colors and moods and feelings. I'm going to try the same thing in first period tomorrow; want to come in?*

Questions to Consider

1. Do teachers understand when and how to refer students to the school counselors?
2. Is there a teacher-advisor program so that teachers are vitally involved in the guidance program of the school?
3. Is the teacher's role in the guidance and counseling program clearly explained?
4. When teachers are selected for the middle school, is consideration given to teachers' skill in functioning in a teacher-advisory program, as well as in teaching content?

Administrators

As at other school levels, strong administrative support is essential for a fully functioning, effective program of guidance and counseling. As the instructional leader of the school, the administrator is the person who allocates resources: time, space, equipment, supplies, and perhaps personnel. Along with provision of adequate space, staff, and materials, enthusiasm for the kind of innovation that is desirable in a middle school guidance program is an administrative imperative. The relationship between the principal and the school counselor is probably the key job partnership in a smoothly functioning school which is responsive to the needs of students, staff, and parents (Cole, 1988).

Administrators show their support, as well as voice it, when they assign sufficient clerical staff, encourage counselor attendance at conferences and other professional meetings, and protect the counselor's time for counseling. An administrator who routinely assigns counselors clerical or substitute teaching duties, denies their requests for essential budgetary items, or neglects to seek their viewpoints of major school problems, all too clearly demonstrates a lack of support for the program of student services.

The administrator who publicly voices his support for such programs as developmental group counseling helps counselors avoid the kind of criticism they might otherwise receive if students occasionally miss teachers' classes for group meetings. Frequently the middle school administrator provides direct guidance service to students by being assigned an advisory group of students. The administrator is also cooperatively involved with counselors and teachers in interdisciplinary team planning and teaching.

As in elementary and secondary schools, administrators play a large role in making guidance and counseling programs integral parts of schools. Discipline and guidance are usually viewed as a dichotomy. In a middle level school, however, much of what is regarded as "discipline" may be very much related to transescent growth and development. While the difference between the punitive and counseling roles must be very clear, the school counselor and the disciplinarian may find themselves working together efficiently as a team as they help students learn more effective ways of interacting with each other. Since middle school parents still typically involve themselves in shaping and monitoring their children's behavior, it is likely that administrators and counselors will play cooperative and supportive roles in parent conferences.

> *We're pleased that you could come to school for a conference today, Mr. Padorsky. We've been concerned about Ivan's behavior. I'm the assistant principal and this is the counselor. What? Yes, I know the man is usually the principal and the woman is usually the counselor, but actually what we both do is try to work together to help your child...*

Questions to Consider

1. Do administrators express and demonstrate support for the guidance and

counseling program?
2. Do counselors keep administrators well-informed of guidance and counseling activities and priorities?
3. Are administrators and counselors in frequent conversation about school concerns? Do they have professional confidence and trust in each other's discretion, judgement, and problem analysis?

Division-Level Staff

The attitude of central office personnel can be very important to a middle school guidance and counseling program. Too often, there is no middle school advocate at the central office level, much less a middle school guidance and counseling advocate. In school divisions too small to have division-level staff assigned to supervise and assist middle level counselors, or even all counselors, an advocate can be appointed so that middle level counselors have a spokesperson in the decision-making councils.

Division-level personnel are usually responsible for planning staffing to meet state regulations and for planning a budget. It is imperative that whoever assumes this responsibility be in close communication with counselors and principals so that middle school guidance and counseling programs receive the resources they need.

Central office personnel usually coordinate a program among schools throughout the division. It is important that middle level counselors meet together regularly as a part of that effort. It is easy for a counselor to feel isolated, especially in a small school. Meetings with colleagues can be very important. Central office personnel should also see that there is a sequential K-12 program of guidance and counseling, so that there is coordination of services between elementary and middle, middle and high school programs.

Questions to Consider
1. Is there a division-level supervisor/advocate who understands that a middle grades program is different from elementary and high school programs?
2. Does the budget contain appropriate amounts for middle school guidance and counseling: personnel, materials, equipment, conference travel?
3. Are attempts made to lower the student/counselor ratio, at least to levels required by state regulations?
4. Are staff development activities useful for middle grades counselors?
5. Are innovation and creativity by counselors encouraged, or at least permitted?
6. Do counselors meet regularly to receive and share information, problems, gripes, successes?
7. Is there assistance in coordination between elementary and middle, middle and high school guidance and counseling programs?

Parents and the Community-at-Large

Parents and other community members can extend the guidance program beyond the school walls. Group sessions with parents can often be held outside the school building, focusing on how transescents develop, how to assist with career exploration, how to encourage academic achievement, and other topics of interest to parents. This kind of contact will potentially improve parent/child/school communication, as well as school/community relationships. Coordination of parenting and schooling should improve chances for success in both areas. Parents of middle school youngsters still communicate with their children civilly much of the time and exercise substantial control over many aspects of their transescents' lives. As they begin to relinquish authority over emerging adolescents, before the almost inevitable conflict of the early teen years, parents must be included in the school's guidance and counseling program.

> *I asked my son why he made these terrible grades and he looked me right in the eye and said cool as anything, "Dad, homework's just not my thing." I couldn't believe what I was hearing! Let me tell you, he's got a new* **thing** *now — called homework! I pay my taxes so he can get a better education than I have. You know what's wrong? It's because he's been living with his mother the last few months, and what with her new boyfriend, she's too busy to see his school work. Well, he's with me now. You want me to come and meet with the teachers? I'm pretty tied up at work but maybe my, uh, financée could come instead... A single parents' group that meets down the street from me? You mean other parents call you about the same thing? And they just kind of get together and talk? I don't know — but give me that phone number again, please.*

As with other aspects of education, members of the community should be involved wherever possible as resources for the school guidance program. Volunteers can be particularly helpful in the guidance program in areas such as offering special interest mini-courses in advisory programs and talking about their careers. Persons who have non-traditional work roles, members of minority groups who are recognized as successful, and those who cope well with handicapping conditions can be inspirational role moels for middle school students. Workers in the community can serve as mentors for students to shadow in their jobs or as hosts for career education field trips.

> *You say you read in the other newspaper an article about the eighth grader shadowing the reporter and learning about her career? It was a nice story; we appreciated their helping us out. Your paper wants to participate, too? Well, sure, we can find a student who'd like to spend some time with you. And you'd like to do a story on the program? Yes, that'd be great. No, we aren't the private school; no, not the high school; we're the public middle school. Yes, it's a guidance project and we've had tremendous support from the community.*

Questions to Consider

1. Are counselors free to leave their offices to go into the community to meet with parents, visit homes, arrange field trips?
2. How does the community view the school? Do parents feel welcome? Has anyone at the school recently surveyed parents and other community members to find out?
3. If there is a parent volunteer program, are volunteers used in the guidance and counseling program?
4. Is there an organized, written program of career guidance which includes extensive community participation?
5. Do counselors have sufficient community contacts to be able to arrange such activities as field trips and career shadowing placements?

Students

Students can have an important place in the middle school guidance and counseling program as providers, as well as recipients, of services. Peer counseling programs (Huey, 1985; Gray and Tindall, 1978), well-established in many high schools, have been used successfully on a more limited scale in middle schools. Programs for youngsters who have been selected and trained as peer helpers can have two important purposes in the middle school:

1. to give help to youngsters at an age when they are beginning to listen to their peers more than to adults; and
2. to provide leadership experience and a task that has meaning for middle school youngsters who serve as peer helpers.

During the middle school years, many students begin losing interest in school and may actually be making the decision to leave school before graduation (Virginia Department of Education, 1988), although they physically remain in the building for a few more years. Involving youngsters in a peer helper program can give them reasons to remain involved in the schooling process by giving them a way to make a contribution to the school.

> *Jared, can you show Bill around school, make sure he knows where to catch the bus, take him to his first period class, and meet him for lunch today? He's feeling pretty strange about being in a new school. As you walk around, remember, what we said about listening for feelings in your peer helper group training, and I'll bet you can make him feel a little more comfortable about being in our school.*

Questions to Consider

1. Are there situations in a middle school to which youngsters can be trained to respond as peer helpers?
2. Are there professionals available to arrange training in listening and responding skills for peer helpers?
3. Is there administrative support at the school and central office level for a peer helping program?

Agency Personnel and Other Professionals

Efficient as school counseling personnel may be, there will be many services which cannot be provided within the parameters of the school or the school division. The middle grades counseling program must include ties to agency personnel who are referral resources for school counselors. Among these will be mental health professionals, both agency and private practitioners; physicians; ministers; court service workers; social service agency personnel; private social agencies, health professionals; and a myriad of other care-givers. Middle school counselors must know the capabilities of these agencies and the credentials of the professionals working there in order to make appropriate referrals which will produce good results for middle grades youngsters.

> *That suicide really upset everybody; I will feel better when we can get together with the community crisis intervention team here next week to talk about where we are in our planning. Let's see, now; we've notified the physicians, mental health, the psychiatric hospital, ministers, the licensed professional counselors, police, probation workers, social services, and the mayor. Whom have we not included in our list? Do you think our group counseling room will hold everybody?*

Questions to Consider

1. Do middle school counselors know what the referral resources in the community are, and under what conditions referrals can be made by school personnel?
2. If there is an interagency child protective or crisis intervention team, is there a middle school counselor on the team?
3. Do counselors know at least one individual from each agency well enough to be able to discuss cases with a degree of professional credibility?
4. Do counselors know how to get help fast from the community if a crisis occurs at the middle school?

State Departments of Education

Personnel from state level departments of education may be rarely seen but very important to the middle grades guidance program. Particularly since many states still lack clear endorsement and programmatic guidelines for the middle grades, probably there is some decision-making currently going on or planned that will be very important to middle school counselors. Often state departments of education produce important documents that set policy controlling local practices for years into the future.

State department personnel also produce documents that serve as guidelines for programs, such as the excellent materials for middle grades produced by the Virginia Department of Education. Often decisions are made or influenced by committees of persons from local school divisions, meeting as an advisory

committee to the state level personnel. Documents are often reviewed by persons "in the field" before they are cast into the stone of policy. The wise middle grades counselor will discover what policies and procedures are currently being written or reviewed and will find a way to give input into the process.

Likewise, schools being accredited are reviewed by a visiting committee. Counselors are typically included as a part of these committees, giving middle grades a chance both to learn from visiting another school division, and to give direction to others undergoing evaluation.

> *Would I be able to serve on the State Middle School Guidance Advisory Committee? You bet I will, with proper permission, of course. No, that won't be a problem, I don't think; my school division will be pleased that you asked me to serve.*

Questions to Consider

1. How are decisions made at the state level which affect middle grades counseling programs? Are counselors represented on decision-making bodies?
2. Are state-produced materials available and used at the local school division level?
3. Do counselors offer, or accept invitations,, to be a part of policy-making, evaluation committees, draft-reading or field-testing projects?

University Professors

Professors, along with their graduate students eager to do research and carry out special projects, are an invaluable resource to middle school counseling and guidance programs. Much remains to be researched and written in the middle school area, so a partnership between middle school and university professionals is desirable, logical, and extremely profitable for both sets of partners. Professors can offer workshops to professionals to extend and upgrade skills, ideas to break out of established routines, and temporary person-power in the form of graduate students, to try out new ideas or organize aspects of programs. University expertise is probably one of the most under-used and under-valued aspects of the guidance and counseling team.

> *Dr. Carl, we are trying to organize a career shadowing project for our eighth graders, but are running into some snags. Would you have time to come for lunch at school and discuss the project and give us a few of your thoughts? You say you might have a graduate student interested in doing a special project in that area? GREAT! Bring him to lunch, too. And, as always, thanks for your generous help.*

Questions to Consider

1. Do counselors and professors have ties that bring counselors to the nearby universities and professors into the local schools?
2. Do counselors make full use of university resources which may be available to them, such as university libraries, course offerings, graduate students,

conferences, videotaping studios, learning resource centers, and many, many others?

3. Have counselors explored writing partnerships with university professors so that ideas and research about middle school guidance and counseling can be generated, tested, verified, and published so that others can know about them?

3

What? Sample Activities

Described briefly below are kinds of activities counselors may organize to help students with transescent development.

TASK 1: TRANSESCENTS BEGIN TO DEVELOP AN IDENTITY INDEPENDENT OF ADULTS.

1. Organize a peer helper program.
2. Plan parent groups to help them understand transescent growth and development.
3. Provide teacher-advisory activities which help youngsters begin to see themselves as individuals, distinct from each other.
4. Help teachers devise a teacher-advisory activity which aids youngsters in tracing their own family tree and identifying influences on their lives.
5. Provide career and educational counseling.

TASK 2: EMERGING ADOLESCENTS CONSIDER THEIR OWN VALUES AND ATTEMPT TO RESOLVE MORAL CONFLICTS RESULTING FROM INCREASED INDEPENDENCE AND WIDER CONTACT WITH THE WORLD.

1. Offer individual and group counseling to students at risk for drug and alcohol use.
2. Organize teacher-advisory activities for alcohol and drug abuse prevention, such as "Just Say No" or DARE.
3. Select filmstrips and videotapes for counselor and teacher use on topics such as lying, stealing, cheating, shoplifting, other topics involving moral judgment.
4. Provide a PTA or other parent program on development of moral reasoning.
5. Devise a teacher in-service program on cheating, peer influence, and the early adolescent.

TASK 3: MIDDLE SCHOOLERS MUST LEARN TO COPE WITH THE EMOTIONAL, PHYSICAL, AND SOCIAL CHANGES THAT OCCUR BETWEEN

CHILDHOOD AND ADOLESCENCE.

1. Work with health education teachers to plan program so that youngsters understand physical development that occurs during adolescence.
2. Plan with others on the faculty appropriate social activities for transescents; crusade against inappropriate ones.
3. Counsel students individually and in groups as conflicts with peers occur.
4. Provide teacher-advisory activities such as listening skills, conflict resolution, discussion of feelings, others.
5. Arrange in-service activities for teachers on recognizing depression and other serious emotional illnesses in transescents.

TASK 4: TRANSESCENTS NEED TO EXPLORE THEIR INTERESTS AND CAPACITIES AND THEIR RELATIONSHIP TO FUTURE EDUCATION, WORK, AND LEISURE.

1. Give vocational interest inventories to middle school students.
2. Involve the community through career field trips, classroom speakers, career shadowing experiences for students.
3. Coordinate entrance into high school with high school counselors, with students having a clear understanding of course options and career implications of their choices.
4. Meet with parents, especially those who may have more difficulty visualizing higher education, to explain breadth of students' options.
5. Work with others to encourage potential dropouts to remain in school and find meaning in school programs.

TASK 5: EACH MIDDLE LEVEL STUDENT TRIES TO UNDERSTAND THE RELATIONSHIP BETWEEN SELF AND THE PEER GROUP.

1. Offer individual and group counseling to students who have difficulty getting along with peers.
2. Meet with parents who are concerned about peer influence.
3. Plan with teachers for practice in teacher-advisory of good communication skills.
4. Teach decision-making skills in teacher-advisory programs.
5. Offer group counseling to those who need to learn consequences of their behavior.

Questions to Consider

1. Do counselors plan and carry out activities based on development of transescents?
2. Is the work of counselors based on student needs, not on administrative tasks?
3. Are activities of the teacher-advisory program based on transescent development?
4. Is there a written guidance and counseling plan, updated often, clearly understood and accepted by faculty?

4

With What Resources?

Counseltech

Technological advances have dramatically changed what happens in the middle grades counseling office in the last twenty years (Cole, 1987), and more changes are certain in the near future. From the telephone, to the copying machine, to the VCR and other audio-visual equipment, to the computer — mini-, micro-, and main-frame—, technology has changed the way counseling offices operate. Of these advances, probably the computer will have the most dramatic impact on the work of the middle grades counselor (Kennedy, 1987).

Most familiar uses of the computer for the school counselor will include

—work-processing, such as creating personalized letters, mailing lists, and other written documents.

—desktop publishing, a specialized form of word-processing to produce newsletters, posters, congratulatory certificates, and other such printed material.

—data-base sorting, with the computer compiling the seemingly endless lists of information requested from the guidance office.

—spread-sheet calculating, to accomplish manipulation of data in the guidance and counseling office.

—completing administrative tasks, such as time-accounting and student scheduling (should the counselor be so unfortunate as to be assigned this administrative task!).

—giving information, such as career information.

—teaching, such as study skills or material necessary for student orientation.

—testing, such as vocational interest inventories.

Counselors must become familiar with the time-saving use of computers so that they can serve their middle school youngsters better. In many cases, this means overcoming fear of using computers (Kennedy, 1988), a necessity for more efficient use of counselors' time as demand for guidance and counseling increase. Counselors must remember that technology makes tools to free counselors to work, not to replace the people in guidance offices, and must welcome technological assistance.

Questions to Consider

1. Is there sufficient technology (telephones, audio-visual equipment, computers, photocopiers, other equipment) in the guidance office for an efficient program?
2. Do counselors and clerical staff make maximum use of computers for saving time and for giving information efficiently?
3. Is necessary software available to provide good career information, testing, and other such instructional use?

Other Resources

For Counselors

Gray, H. and J. Tindall (1978). **Peer Power**. Muncie, IN: Accelerated Development.

This book, along with the trainer handbook **Peer Counseling**, describes what is involved in peer counseling and provides a series of modules on helping, attending, communication stoppers, emphathy, summarizing, questioning, genuineness, confrontation, and problem solving, with lots of exercises for practice.

Miller, G. and J. Pappas (1979). **Middle School Counselors' Handbook**. Lexington, MA: Ginn Custom Publishing. This volume contains narratives of eighteen activities or programs on topics ranging from how-to-study groups, to school orientation, to parent forums, to TA for middle schoolers; each description contains the name and address of a person to contact for more information.

Stamm, M. and B. Nissman (1979). **Improving Middle School Guidance**. Boston: Allyn and Bacon.

The authors give information helpful to those defining their roles in the guidance program, with chapters on "Guidance Skills Needed by Teachers and Administrators" and "Guidance Techniques for Middle School Teachers".

Journals of particular interest to those learning about middle school guidance and counseling include these:

The School Counselor, published by American School Counselor Association, frequently contains articles on middle school counseling. A special issue, Janaury 1986, guest edited by A. Michael Dougherty of Western Carolina University, was devoted entirely to the topic.

Elementary School Guidance and Counseling, also published by American School Counselor Association, periodically features a column titled "Middle School Counselors' Corner".

Middle School Journal, published by the National Middle School Association, frequently contains articles concerning aspects of middle school guidance and counseling, especially pertaining to teachers.

For Counselors, Teachers, and Others

The items listed below will be especially useful for classroom group guidance, teacher advisory, and similar programs.

Amatea, E. (1975). **The Yellow Brick Road: A Source Book of Career Guidance Strategies for the Elementary Counselor and Teachers**. Tallahassee, FL: Florida Department of Education.
Both theory and activities are included in this very useful book which, though designed for elementary level, is quite adaptable to the middle grades.

Canfield, J. and H. Wells (1976). **100 Ways to Enhance Self-Concept in the Classroom**. Englewood Cliffs, NJ: Prentice-Hall.
The authors review the strong relationship between self-concept and learning and include 105 activities with detailed instructions on how to conduct them.

Mattox, B. (1975). **Getting It Together: Dilemmas for the Classroom**. San Diego: Pennant Press. Based on Kohlberg's stages of moral development, this book presents dilemmas for group simulations.

Mitchell, J. (1979). **The Classroom Teacher's Workbook for Career Education**. New York: Avon Books. Mitchell's very comprehensive book tells how to incorporate career education into the classroom with extensive listings for further help, categorized by subject area.

Simon, S., L. Howe, and H. Kirschenbaum (1972). **Values Clarification**. New York: Hart. There are several values clarification books by these authors, useful for devising teacher advisory activities.

Timmerman, T. (1975), **Growing Up Alive: Humanistic Education for the Pre-Teen**. Amherst, MA: Mandala. This book contains both humanistic education philosophy and a host of very useful activities on the topics of trust/mistrust; intimacy/isolation; autonomy/shame, doubt; initiative/guilt; industry/inferiority; and others, with emphasis on group process, communication skills, problem-solving, and decision-making.

Virginia Department of Education (1988). **Guidelines for Middle Schools in Virginia**. Richmond, VA: Virginia Department of Education. A general plan for middle schools, this document contains a good section on middle school guidance and teacher advisory programs.

For Parents and/or Children

Berman, E. (1977). **The Cooperating Family**. Englewood Cliffs, NJ: Prentice-Hall. This book describes the cooperative arrangements which evolved in a single-parent family but is equally applicable to helping children develop responsibility within a two-parent home.

Booraem, C., J. Flowers, and B. Schwartz (1978). **Help Your Children Be Self-Confident**. Englewood Cliffs, NJ: Prentice-Hall. Assertiveness training for children is the focus of this book, which includes chapters on "Parents as Teachers of Assertive Social Skills" and "Assertive Social Skills Training in the Classroom."

Curtis, J. (1975). **A Guide for Working Mothers**. New York: Simon and Schuster. Topics include an examination of attitudes and tradition; stereotypes; child care; housework; and other areas of concern to the working mother.

Dodson, F. (1977) **How to Discipline with Love**. New York: Signet. Subtitled "From Crib to College," the author takes a behaviorist approach in considering problem-solving techniques, punishment, and discipline, with sections on middle childhood and pre- and early adolescence.

Gardner, R. (1977). **The Parents Book About Divorce**. New York: Bantam. This book is designed to help parents talk with children about divorce.

Hummel, D. and C. McDaniels (1982). **Unlock Your Child's Potential**. Washington, DC: Acropolis. The authors have compiled information on careers, devised a series of career games parents can play with their children, and listed resources for career planning for parents to use with their children.

Krumboltz, J. and H. Krumboltz (1972). **Changing Children's Behavior**. Englewood Cliffs, NJ: Prentice-Hall. This interesting presentation of behavior modification theory and practice is written as a segment of theory followed by a vignette to illustrate each and a discussion of how the theory applied to the case study.

Richards, A. and I. Willis (1977). **How To Get It Together When Your Parents Are Coming Apart**. New York: Bantam. This book disappears from counseling offices because youngsters' need for it is so great and the response from students is so good, partly because of the clear, direct language.

Tobias, S. (1978). **Overcoming Math Anxiety**. New York: W. W. Norton. Shelia Tobias is regarded as a leading authority on math anxiety, the fear and reluctance some people feel upon being required to do math — an important book for teachers, parents, and children, and maybe counselors before they take statistics!

Virginia Department of Education (1984). **About the Middle School Years**. Richmond, VA: Virginia Department of Education.

Winn, M. (1977) **The Plug-In Drug: Television, Children and the Family**. New York: Bantam. This somewhat sensational book explores television-watching as an addictive, undesirable habit, raising interesting concepts to consider.

For a listing of print and non-print career education materials, see Bachelder, L. and C. Cole (1980). Career education materials for the middle school. **Vocational Guidance Quarterly**, December 1980, 159-63.

Much material — books, audio-visual presentations, and software — is available to counselors from commercial publishers. Counselors are urged to review this material and to share their opinions of the various materials with others. Where possible, it will be useful for counselors to view other schools' resources before making large purchases of costly materials. Reviews of newly published materials appear in most counseling journals. Counselors can also usually see materials displayed by vendors at conferences and professional meetings.

Questions to Consider

1. Is up-to-date print- and non-print information, including software, available in the guidance office to counselors, teachers, parents, and students?
2. Is adequate money budgeted to keep an up-to-date collection?

Professional Organizations

Professional organizations have contributed a great deal to the recognition of the middle level as a district area from elementary and high school guidance and counseling. The American School Counselors Association (ASCA) publishes articles in several journals, most often in **The School Counselor** and **Elementary School Guidance and Counseling**. This professional association also sponsors an annual conference for elementary and middle school counselors. The organization's governance includes four vice presidents, one for the middle school level. A role statement for middle school guidance and counseling was commissioned and endorsed by ASCA several years ago.

The National Middle School Association has shown interest in guidance and counseling as a special area for middle school education, reflected in part by publications such as this one. The **Middle School Journal** periodically publishes articles on counseling, especially the teacher's role in teacher advisory programs. The need to clearly define middle school guidance and counseling programs was identified as one of the key issues to be considered by the organization at the 1987 national convention.

Another organization which has shown interest in middle school guidance and counseling is the National Association of Secondary School Principals (NASSP). Both publications and national conference and workshop topics reflect the recognition of NASSP that a strong middle level program of guidance and counseling is important.

Questions to Consider

1. Are there other professional organizations which should be concerned with middle level programs of guidance and counseling, such as teachers' organizations?
2. Are counselors and other middle level educators sufficiently aware of the efforts of the three organizations mentioned above, as well as other professional associations influential in setting educational policy and practice?
3. Can other organizations be influenced to include middle level counseling among their concerns, such as counseling middle school gifted or handicapped youngsters; career guidance and early vocational education for middle school students; dropout intervention efforts aimed at middle schoolers; and other such advocacy issues which might include guidance and counseling?

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Huey, W. (1985). Information-processing groups: A peer-led orientation approach. **The School Counselor**, **33**, 3-8.

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Virginia Department of Education (1988). **Guidelines for Middle Schools in Virginia**. Richmond, VA: Virginia Department of Education.

Appendix A

The Role Of The Middle School Counselor In Virginia

A. RATIONALE

The separation of pre- and early adolescents into middle schools necessitates the description of the role of the guidance counselor in the intermediate level school. Schools at this level are typically characterized as flexible, everchanging, exploratory, and transitional between elementary and secondary schools. Recognizing the transitional nature of the schools, guidance counselors in middle schools function in programs that have elements of both elementary and secondary guidance programs, yet are specifically designed to meet the needs of the emerging adolescent. These needs include:

1) developing an identity independent of adults;
2) clarifying values and resolving moral conflicts resulting from increased independence with wider contact with the world;
3) learning to cope with emotional, physical, and social changes that occur between childhood and adolescence;
4) exploring interests and capacities and their relationship to future education, work, and leisure;
5) seeking an understanding of self in relation to peer group; and
6) learning to make decisions and to accept responsibility for self.

The concept of the middle school, dedicated to the total development of the emerging adolescent, emphasizes the need for a strong guidance program as an integral part of the school. To be effective, this program must recognize students' rapid but varying rate of change and must be responsible both to the individual and to the students as a group. Such a program will include professionally trained counselors who possess skills in working with groups and with parents. They must be well-versed in the developmental tasks of the pre- and early adolescent as well as competent in traditional counseling skills. Active involvement of administrators, classroom teachers, parents, and others in the community is an essential part of a middle school guidance program.

B. OBJECTIVES

The middle school counselor, functioning in a well-planned, organized developmental guidance program, expects to assist.

1) students to interact and feel comfortable with themselves in relation to their peers;
2) students to establish some self-direction and independence from adults;
3) students to explore their own interests and capacities and relate them to future work, educational, and leisure pursuits;
4) the school to provide a good learning climate for students;

5) teachers, parents, and students to understand and accept physical, emotional and social changes of pre- and early adolescence;
6) students and their families through times of crisis, such as death or divorce;
7) other schools with the articulation of programming for students moving from elementary through the middle to the secondary level;
8) students to develop tentative career objectives and a high school program which will lead to future training and/or employment;
9) students to learn about graduation requirements in Virginia, including necessary units of credit and minimum competency testing; and
10) parents to learn more effective methods of coping with the problems and needs of their children.

C. FUNCTIONS

The focus of a middle school guidance program should be developmental and preventive in nature, though the counselor will of necessity deal with remedial or crisis concerns. A well-planned program will allow the counselor to function in such a way as to reduce student needs for remedial counseling. A major emphasis will be on working with students in groups, since the group is the natural affiliation of the middle school student:

Functions of the counselor will include:

1) counseling with students primarily in groups and individually as needed;
2) consulting with parents, teachers, and other adults about concerns of emerging adolescents;
3) helping students become aware of typical growth patterns by providing classroom and group guidance in areas such as career, personal, and social development;
4) serving as a resource person for teachers, parents, and others for information about and techniques useful with the age group;
5) referring students and their parents to other appropriate helping agencies or persons within and outside the school;
6) coordinating services for students and their parents both within and outside the school to insure communication and to avoid duplication;
7) increasing communication by linking students/parents/comunity and the school;
8) being active in public relations in the community both for the guidance program and for the school;
9) using tests and other means of student assessment to promote student self-knowledge;
10) planning with administrators, teachers, and others to provide a healthy learning situation appropriate to the age level;
11) participating as a team member as required by the school organizational structure;

12) organizing orientation programs so that a smooth transition occurs between the elementary, middle, and secondary levels of school;
13) facilitating educational placement within the school;
14) assuming responsibility for his/her continued professional growth in counseling, as well as the improvement of the profession;
15) assisting teachers and administrators in the identification and acceptance of each student's needs based on developmental tasks; and
16) providing for program evaluation for the purpose of accountability and continued program analysis and refinement.

This role statement was prepared by a joint committee of the Virginia School Counselor Association and the Virginia Association for Counselor Education and Supervision. Committee members include:

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March 1979

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NATIONAL MIDDLE SCHOOL ASSOCIATION

Young Adolescent Development and School Practices: Promoting Harmony John Van Hoose and David Strahan (68 pages)..... $7.00

Guidance in Middle Level Schools: Everyone's Responsibility
Claire Cole (36 pages)..... $5.00

When The Kids Come First: Enhancing Self-Esteem
James Beane and Richard Lipka (96 pages)..... $8.00

Interdisciplinary Teaching in the Middle Grades: Why and How. Gordon F. Vars (56 pages)..... $6.00

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The Middle School (re-printing of 1966 book)
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Long-Term Teacher-Student Relationships: A Middle School Case Study Paul George with Melody Spreul and Jane Moorefield (30 pages)..... $4.00

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What Research Says to the Middle Level Practitioner
J. Howard Johnston and Glenn C. Markle (112 pages)..... $8.00

Professional Certification and Preparation for the Middle Level
(12 pages)..... $2.00

Evidence for the Middle School
Paul George & Lynn Oldaker (48 pages)..... $6.00

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Middle School Education: As I See It
John H. Lounsbury (64 pages)..... $5.50

The Theory Z School: Beyond Effectiveness
Paul S. George (106 pages) $6.00

The Team Process in the Middle School: A Handbook for Teachers,
Second and Enlarged Edition Elliot Merenbloom (120 pages) $8.00

Middle Level Social Studies: From Theory to Practice
Michael Allen and C. Kenneth McEwin (56 pages) $5.00

This We Believe
National Middle School Association (24 pages) $3.50

Teacher to Teacher Nancy Doda (64 pages) $6.00

The Middle School in Profile
Lounsbury, Marani, and Compton (88 pages) $7.00

Middle School Research: Selected Studies
(Volumes for 1981-87) ..... $8.00 ea.

Middle School Research: Selected Studies 1980 (125 pages) $6.00

Middle School Research: Selected Studies, Volume I, 1977-79 ..... $5.00

Middle School Research: Selected Studies, Volume II, 1977-79 ..... $5.00

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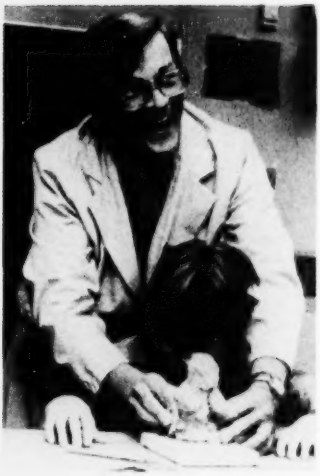

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